

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at New College of California

Professional Services Division

May 14, 2001

Overview of This Report

This agenda report includes the findings of the Accreditation Team visit conducted at New College of California. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation is made for the institution.

Accreditation Recommendations

- (1) The Team recommends that, based on the attached Accreditation Team Report, the Committee on Accreditation make the following accreditation decision for New College of California's credential program:

ACCREDITATION WITH SUBSTANTIVE STIPULATIONS

Following are the recommended stipulations:

- That the institution provide evidence of the implementation of selection procedures for district field supervisors assuring proper qualifications and experience, implementation of an appropriate training program to prepare district field supervisors for their role, and development of new procedures to assure that all candidates enrolled in student teaching have an assigned district field supervisor.
- That the institution provide evidence that all candidates who are advanced to daily student teaching have demonstrated proficiency in subject matter competence per the Commission's standards.
- That the institution provide evidence of the implementation of a plan to provide access to sufficient educational resources, including professional books, journals, and a computer lab with capacity for instructional purposes.

On the basis of this decision, the institution is authorized to recommend candidates for the following credentials:

- Multiple Subject CLAD/BCLAD Emphasis in Spanish and Cantonese.
- (2) The Team recommends that New College of California provide evidence about the actions taken to respond to all of the stipulations noted above within one year of the date of this action, to be verified with a revisit by Commission staff and the Accreditation Team Leader.
- (3) Staff recommends that:
- The institution's response to the preconditions be accepted.
 - The New College of California be permitted to propose new credential programs for approval by the Committee on Accreditation.
 - The New College of California be placed on the schedule of accreditation visits for the 2006-2007 academic year.

Background Information

New College of California was founded in 1971 and is located in San Francisco's Mission District. It remains dedicated to its original vision of social Justice and human empowerment. In the Summer of 1993, New College began a teacher education credential program. In addition to their Teacher Education Credential Program, they also have a School of Law and several BA and MA Degree Programs in such topics as Psychology, Humanities and Leadership, Media Studies and Environmental Entrepreneurship. New College faculty and staff feel very proud of being different than most California training programs. Under the guidance of a multicultural team of scholars, educational practitioners and community activists and through field experience in public schools, candidates gain the skills and reflective ability to link classrooms with the social world while developing a personal teaching style. Each year, New College begin a new cohort of students in their Multiple Subject Teacher Education Credential Program. This year there are twenty students in the current cohort of CLAD and BCLAD credential candidates focusing on Spanish and Cantonese.

Preparation for the Accreditation Visit

The Commission staff consultant was assigned to the institution in Spring, 1999 and had telephone conversations with the department chair and credential analyst in preparation for a formal meeting with the faculty which was held during the Summer of 1999. Subsequent meetings between the consultant and faculty, program directors, and institutional administration were held as needed. The initial meeting led to decisions about team size, team configuration, standards to be used, format for the institutional self-study report, interview schedule, and logistical and organizational arrangements. In addition, telephone, e-mail, and regular mail communication was maintained between the staff consultant and institutional representatives.

The Team Leader, Dr. Victoria (Tory) Courtney was selected in August 2000. The team size was agreed upon in August as well.

Preparation of the Institutional Self-Study Report

The Institutional Self-Study Report was prepared beginning with responses to the Common Standards. These responses were developed in reference to the credential programs. This was followed by separate responses to the Multiple Subject CLAD/BCLAD Standards. The institution decided to use option one (California Program Standards) in the *Accreditation Framework* for the Multiple Subject and Single Subject Credential Programs.

Selection and Composition of the Accreditation Team

Decisions about the structure and size of the team were made cooperatively between the department chair and the Commission consultant. It was agreed that there would be a team of two, consisting of a team leader one team member. The Commission consultant selected the team members to participate in the review. Team members were selected because of their expertise, experience, and adaptability, and trained in the use of the *Accreditation Framework*.

Intensive Evaluation of Program Data

Prior to the accreditation visit, team members received copies of the appropriate institutional reports and information from Commission staff on how to prepare for the visit. The COA team leader and member examined the college responses to the Common Standards and the program standards. The on-site phase of the review began on Monday, May 7, 2001. The team arrived on Sunday afternoon and began deliberations with one another. The team meeting included a review of the accreditation procedures and organizational arrangements for the COA team members.

On Monday and Tuesday, May 7 and 8, 2001, the team collected data from interviews and reviewed institutional documents according to procedures outlined in the *Accreditation Handbook*. There was extensive consultation among the team members with much sharing of information. Lunch on Monday and Tuesday was spent sharing data that had been gathered from interviews and document review. The team met on Monday evening to discuss progress the first day and share information about findings. The mid-visit report was scheduled for 1:30 p.m. on Tuesday. The team had questions and concerns about one Common Standard and a few Program Standards going into the mid-visit report. The faculty and staff worked very hard Tuesday afternoon to obtain and present additional information for the team. Tuesday evening was set aside for additional team meetings and the writing of the team report. The team completed writing the report on Tuesday evening, and presented it to the faculty and administration at 10:00 a.m. on Wednesday.

Preparation of the Accreditation Team Report

Pursuant to the *Accreditation Framework*, and the *Accreditation Handbook*, the team prepared a report using a narrative format. For each of the Common Standards, the team made a decision of "Standard Met" or "Standard Not Met." The team had the option of deciding that some of the Common Standards were "Met Minimally" with either Quantitative or Qualitative Concerns. The team then wrote specific narrative comments about each standard providing a finding or rationale for its decision and then outlining perceived Strengths or Concerns relative to the standard.

The team prepared a narrative report about the program standards which pointed out any standards that were not met or not fully met and included explanatory information about findings related to the program standards. The team highlighted specific Strengths and Concerns related to the program

The team included some "Professional Comments" at the end of the report for consideration by the institution. These comments are to be considered as consultative advice from the team members, but are not binding on the institution. They are not considered as a part of the accreditation recommendation of the team.

Accreditation Decisions by the Team

After the report was drafted, the team met Tuesday evening for a final review of the report and a decision about the results of the visit. The team discussed each Common Standard and each Program Standard and decided on the basis of interviews and program documents that six of the eight Common Standards were fully met and twenty of the twenty-one Program Standards were fully met.

**CALIFORNIA COMMISSION ON TEACHER CREDENTIALING
COMMITTEE ON ACCREDITATION - ACCREDITATION TEAM REPORT**

Institution: New College of California

Program: Multiple Subject CLAD/BCLAD Credential Programs

Dates of Visit: May 7 to 9, 2001

Team Leader: **Victoria (Tory) Courtney**
Saint Mary's College of California

Team Member: **Magdalena Ruz Gonzalez**
San Bernardino County Office
Superintendent of Schools

Accreditation Team

Recommendation: **ACCREDITATION WITH SUBSTANTIVE STIPULATIONS**

Following are the recommended stipulations:

- That the institution provide evidence of the implementation of selection procedures for district field supervisors assuring proper qualifications and experience, implementation of an appropriate training program to prepare district field supervisors for their role, and development of new procedures to assure that all candidates enrolled in student teaching have an assigned district field supervisor.
- That the institution provide evidence that all candidates who are advanced to daily student teaching have demonstrated proficiency in subject matter competence per the Commission's standards.
- That the institution provide evidence of the implementation of a plan to provide access to sufficient educational resources, including professional books, journals, and a computer lab with capacity for instructional purposes.

Rationale:

The team recommendation for Accreditation with Substantive Stipulations was based on the review of the New College Self Study Report, additional supporting documents, and interviews with administrators, faculty, students, local school personnel and other individuals professionally associated with the institution.

The team consensus was that six of the eight Common Standards were met and twenty of the twenty-one Program Standards were met. The team further determined that there were numerous strengths in the program of New College of California. There were consistent reports from

employers that graduates were well prepared, competent, and effective in their classroom and schools. Although the team identified some areas of concern in this report, it concluded that overall the credential program was of high quality. Therefore, the team reached the decision that the evidence gathered clearly supported the above accreditation recommendation.

The decision was based upon the following:

Common Standards - Six of the eight Common Standards were met. Standard 2 – Resources was met minimally with some quantitative concerns having to do with inadequate library services and technology. Standard 8 – District Field Supervisors was not met.

Program Standards - Findings about each program standard was discussed and it was determined that all of the Program Standards were met except Program Standard 8 – Advancement to Daily Student Teaching Responsibilities.

DATA SOURCES

INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED	
10	Program Faculty	X	Catalog
9	Institutional Administration	X	Institutional Self Study
14	Candidates	X	Course Syllabi
22	Graduates	X	Candidate Files
4	Employers of Graduates	X	Fieldwork Handbook
7	Supervising Practitioners	X	Follow-up Survey Results
6	Advisors		Needs Analysis Results
2	School Administrators	X	Information Booklet
1	Credential Analyst	X	Field Experience Notebook
4	Advisory Committee	X	Schedule of Classes
		X	Advisement Documents
		X	Faculty Vitae
			Other (Name)

Common Standards

Standard 1 - Education Leadership

Standard Met

New College has a fully developed vision and mission statement, a philosophy and a set of core values and beliefs. The institution values critical thinking and social activism and is committed to cultural pluralism and justice. These values permeate the design and implementation of the goals, objectives and curriculum of the Multiple Subject CLAD/BCLAD Credential Programs.

While the President is responsible for oversight of academic and administrative operations, his responsibilities are shared and delegated among the Academic Vice President/Dean of Humanities and the Dean of Law. The Director of the Teacher Education Programs works closely with the Dean of Humanities. The Director of the Teacher Education Program both oversees the Teacher Education Program and is an active participant in that program. She administers the program, teaches in it, advises students, and supervises student teachers.

Strengths

The longevity of key administrators in the College for 24 years and their versatility and collaboration have resulted in a stable institution of higher education.

Concerns

None noted.

Standard 2 - Resources

Standard Met Minimally with Quantitative Concerns

New College is tuition-driven and financially solvent. Resources with respect to facilities, equipment and personnel, are limited, but utilized to the maximum. The administration is fully supportive of the Teacher Education Program.

Personnel resources in the Teacher Education Program are limited to the Director of Teacher Education, adjunct faculty and several part-time staff members so the Director carries the primary responsibilities.

Although there is a curriculum/resource room that is growing and students have access to some computers and a Humanities Library, students have no access at the College to a library that provides professionally related books and journals and there is no computer lab for teacher education.

Strengths

The College supports candidates by paying 50% of the tuition for 60% of the students enrolled in the Teacher Education Credential Program.

Concerns

No additional Concerns noted.

Standard 3 - Faculty**Standard Met**

Because the credential program is small (20 students), there is only one full-time faculty member. She and the adjunct faculty are well qualified to teach courses and supervise field experiences. All members of the faculty have had experiences in public school classrooms. They effectively blend theories and best practices into the instruction. Less effective faculty members are supported to change and develop professionally. If this development does not occur, they do not continue to teach in the program.

Strengths

New College has been particularly successful in recruiting and employing minority faculty. All faculty members are evaluated regularly by students at the end of each course. Evaluation results are communicated in writing and by personal conference to them.

Concerns

None noted.

Standard 4 - Evaluation**Standard Met**

New College regularly gathers data from all constituencies and uses this data to make changes in the programs. Current students, graduates, supervisors, employers, and Advisory Board members provide feedback on program effectiveness and candidate competence. The administration is responsive to the feedback and makes appropriate changes quickly.

Strengths

Faculty and staff members are especially responsive to students' concerns and feedback.

Concerns

None noted.

Standard 5 - Admissions**Standard Met**

The credential programs admit candidates on the basis of a clearly articulated set of criteria. The procedures are well defined for applicants and include multiple measures such as a personal interview, letters of recommendation, written essay of intent, academic records, prior experience with children, and 45 hours of observation in the schools.

Prospective students receive information regarding the admission process. Faculty and staff are responsive to their questions and concerns.

Strengths

New College is deeply committed to outreach into the diverse communities of the San Francisco Bay Area and to a multi-ethnic, multi-cultural, multi-linguistic student body.

The admissions process is well organized and effective in assessing the applicants' readiness and suitability for the program as well as whether the program meets the professional goals, interests and needs of the applicants.

Concerns

None noted.

Standard 6 - Advice and Assistance**Standard Met**

New College provides qualified personnel to advise students regarding all aspects of the credential programs. Students are assigned an advisor who makes herself accessible to students both at work and at home.

Strengths

Students commented frequently about the high quality of support they received from the Director of Teacher Education both during and after the program.

Concerns

None noted.

Standard 7 - School Collaboration**Standard Met**

The Teacher Education Programs at New College have established collaborative relationships with numerous schools in San Francisco, Berkeley and Oakland for credential candidates' field experiences. Candidates are guided through a planned sequence of field work experiences that are based on a well developed rationale. The institution regularly reviews suitability and quality of field placement sites.

Strengths

Local district administrators praise the quality of the program and the ongoing communication that fosters a positive working relationship.

Concerns

None noted.

Standard 8 – District Field Supervisors**Standard Not Met**

In the past some district field supervisors (collaborating teachers) have not been credentialed in the Multiple Subject and/or CLAD/BCLAD. (Currently one assigned supervisor does not hold a credential.) Because student teachers have often been placed with recent graduates of New College, the student teachers may not be receiving appropriate supervision since the collaborating teachers are not credentialed and/or experienced in teaching the subject matter and/or performing the services authorized by the credential.

Some district field supervisors are not oriented and trained for their supervisory roles (including coaching).

Although, in general, the institution collaborates well with site principals in the assignments of district field supervisors, no district field supervisors have been assigned for candidates who hold Emergency Permits.

Strengths

A recommended plan for gradual transfer of responsibilities to the student teacher is articulated prior to the solo experience.

Concerns

No additional concerns noted.

Program Standards

Multiple Subject CLAD/BCLAD Emphasis (Spanish and Cantonese) Credential Programs

Findings on Standards

After a review of the institutional report, and supporting documentation and the completion of interviews with current students, graduates, administrators, staff, Advisory Board members, and employers, all Program Standards were met except for Standard 8 – Advancement to Daily Student Teaching Responsibilities. At least 12 out of 20 students in the 1998-99 cohort and 13 out of 22 in the 1999-2000 cohort were placed in student teaching experiences prior to meeting the Commission's standard for advancement based on the relevant subject matter competence.

Strengths

New College candidates and graduates reported that they receive a comprehensive education that prepares them for the diversity present in public schools. This was confirmed by interviews with field supervisors, employers and collaborating teachers. Graduates are highly regarded in the school districts for their understanding of and creation of equitable classroom instruction. Student teachers are highly supported in their course of learning and student teaching classroom experience.

The integration of content areas with visual and performing arts is highly commended as well as experiences with participatory research.

The program provides extensive opportunities for each candidate to develop cross-cultural knowledge and multicultural competencies necessary to interact with children and families from culturally and linguistically diverse groups.

Candidates observe and participate for 45 hours in a variety of culturally diverse classrooms prior to enrollment in the program.

Graduates loved becoming a community of learners during the three-week intensive and they appreciated the modeling provided of methods for building community that they implement into their own classrooms.

The Family Literacy Center was highlighted over and over again by all constituents as a significant and unique experience in the program.

Concerns

Based on interviews with graduates, a need exists to address classroom management for a variety of classrooms.

Professional Comments

(These comments and observations from the team are only for the use of the institution. They are to be considered as consultative advice from team members, but are not binding on the institution. They are not considered as a part of the accreditation recommendation of the team.)

- Graduates and faculty requested that inclusion be infused into the curriculum.
- The professional education coursework in legal and ethical issues needs to be strengthened.
- Students expressed a need for more balanced literacy activities and application of skills. Depth of the pre-K through 8 literacy programs may be achieved by having two literacy courses spanning the year: Emergent Literacy and Upper Grades.
- The institution is encouraged to use the California Standards for the Teaching Profession in the design of the program, as a framework for portfolios, and in the summative evaluation of student performance.
- Students felt that they benefited significantly from the Pre-Program Reader. Suggestions were made to streamline it by eliminating redundant articles.
- Supervisors and adjunct faculty members expressed a need for regular faculty meetings to increase their understanding of and the cohesiveness of the program. Topics for discussion might include scope and sequence of curriculum and more effective scheduling of assignments.
- Staff expressed a need for clarification of roles and responsibilities, better defined procedures and systems (e.g., publicity, intake, inquiry, filing, databasing, recruitment, development), improved organization and accountability (e.g., follow through with survey results).
- It is recommended that the Advisory Board members continue to meet on a regular basis and that minutes of those meetings be kept.
- Graduates and current students requested that a listserv be developed to facilitate communication and networking.
- It is recommended that field supervisors be included some in the student teaching seminar.
- It is recommended that fieldwork experiences be summatively evaluated in writing. This should be done in a collaborative manner with the candidate, district field supervisor and institutional supervisor.